

Development Of Sociological-Based Social Science Teaching Materials to Improve Students' Humanistic Attitudes and Multicultural Skills in Elementary School in Denpasar City

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Abstract

This research was initiated due to the low level of humanistic attitudes and multicultural skills of students in Social Science subjects in the Fifth Grade. This research aims to create a product in the form of sociological-based teaching materials (e-modules). The type of this research is Research and Development (R&D). This research applied the Borg and Gall development model. The Borg and Gall development model has relatively long stages; there are 10 implementation stages. The instrument of this research is questionnaires. The data analysis which was conducted on the developed teaching materials shows that it can be categorized as "excellent". The results of the tests show that there is an effect between the developed sociological-based teaching materials and each dependent variable. Besides, a further test was implemented to determine the simultaneous effect of sociological-based teaching materials on students' humanistic attitudes and multicultural skills. The results of significant treatment by Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root procedures show a significant value was 0.000, where $0.000 < 0.05$; according to the criteria, H0 (rejected) and H1 (accepted), the independent variable of sociological-based teaching materials shows an effect on the dependent variables (humanistic attitudes and multicultural skills). The results of this research indicate that sociological-based teaching materials are feasible to be used.

Keywords: *Development, Teaching Material, Humanistic Attitude, Multicultural Skill*

INTRODUCTION

Indonesia is an archipelagic country whose people consist of various races, religions, tribes, and different cultures. It can be considered as a nation's wealth with rich values. However, living in diversity is inseparable from social conflicts. The conflict that occurs most often, a susceptible topic, is a conflict among religions. Then, the clashes in religious diversity can explode which causes negative impacts in society (Sihati, et al, 2022). Although every religious belief teaches kindness towards others, the reality shows differences from what has been taught.

Freedom of religion in Indonesia has not run as it should yet which leads to an intolerable number of anarchist acts against other religions. Therefore, a religious individual must initially understand the beliefs they adhere to thoroughly and completely; the implementation of these beliefs in daily life can reduce conflicts that occur in society (Sihati, et al, 2022). To overcome the problem of differences, every religious community must uphold the values of tolerance and harmony with one another.

Tolerance is an attitude of respecting, mutual acceptance, and appreciation and mutual acceptance in cultural diversity, human character, and freedom of expression (Casram, 2016). Without tolerance, it will be difficult, even impossible, to create harmony between religious communities. The relationship of tolerance is causal; tolerance is absolute for the creation of harmony itself (Jamrah & Surya, 2015). To uphold the principle of tolerance, it must be accompanied by expanding the horizons of knowledge, openness, and freedom of thought as a form of respect for the path chosen by each religious community in implementing its teachings. One way

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that can be done to expand knowledge and open-mindedness as well as increase a sense of tolerance is through formal education.

Education is a process of “humanizing humans” which means that humans are expected to be able to understand themselves, other people, nature, and their cultural environment (Ibrahim, 2013). It leads to education being unseparated from the culture that surrounds it as a consequence of the educational goals; to hone feelings, intentions, and work. Achieving these educational goals has been a challenge at all times due to cultural differences, one of them is religious differences, which is the most sensitive issue.

Based on these problems, the need for education that can accommodate and provide learning to create a sense of tolerance towards existing differences is significantly essential. Simplistically, multicultural-based education will be a potential solution in developing human resources with strong character and tolerance of differences. In a multicultural approach, diversity and religious integrity are also related to multicultural education. In a plurality of nations, there is also a need to strengthen character, thought patterns, attitudes, actions, and habits (Idris, 1987: 7). The diversity can form unity which becomes the foundation for mutual strengthening of each other.

Multicultural education is an educational practice with an influence on the concept of multiculturalism (Muniarti, 2019). Multicultural describes understanding, respect, and appreciation for the diversity of a country. Multicultural education is an effort to empower students to develop respect for other people of different cultures and provide opportunities to work together with groups of people of different ethnicities and races. Multicultural education can help students recognize diverse cultural views and help students develop pride in their cultural heritage making students aware that conflicts of value cause conflicts between social groups (Malla, 2017). The democratic, humanist, and pluralist attitudes built through multicultural education will affect the culture of tolerance among students in educational institutions.

Education with a multicultural approach is suitable to be implemented in Indonesia which aims to create a strong character for the nation’s generation based on recognition of diversity (Wuryanano, 2011). A character can be formed through the stages of forming thought patterns, attitudes, habits, and actions. Education with a multicultural approach is also integrated with the applied curriculum.

The curriculum becomes a guideline for achieving educational goals. The curriculum is a tool to achieve goals and also serves as a learning guide at all levels of education. The curriculum will change according to changes and developments over time due to the changes of technology, culture, science, value systems, and also the needs of society. To achieve a quality and optimal education system, the government has perfected the curriculum continuously to the previous curriculum. Presently, the applied curriculum is the *Merdeka* Curriculum as a development of the 2013 Curriculum.

The *Merdeka* Curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free, and pressure-free, to show their natural talents (Rahayu, et al., 2022). *Merdeka Belajar* focuses on freedom and creative thinking. Implementation policies in the *Merdeka* Curriculum prioritize learning that develops soft skills and character, implementing the Project of Strengthening the Pancasila Student Profile, and learning that can adapt to local content contexts (Ainia, 2020). This policy is an important stepping stone; the implementation of multicultural education is integrated into the *Merdeka* Curriculum.

The context of instilling multicultural values itself is carried out through a democratic learning climate based on Pancasila values. Teachers in the learning process can integrate local and national cultural dimensions as a form of habituation that Indonesia is a country with a diversity of nations so that attitudes are mutually respectful and framed by the values in Pancasila. The multicultural education process presented in the *Merdeka* Curriculum is clearly illustrated, both directly and explicitly, especially in learning outcomes in the subjects of Civics Education, sociology, and anthropology as well as learning in the Project of Strengthening the Pancasila Student Profile. Learning with the application of the *Merdeka* Curriculum is independent, except for Natural Science and Social Science subjects. They are integrated into a group of lessons; Natural Sciences material is delivered at the beginning of the semester while Social Sciences is delivered at the end of the semester.

Social Sciences is a translation of Social Studies. Social Studies are social sciences simplified for educational purposes, which include aspects of history, economics, political science, sociology, anthropology, psychology, geography, and philosophy which in practice are chosen for learning purposes in schools and universities. (Febriani, 2021). Social Sciences can also be interpreted as a field of study that studies, examines, and analyzes social symptoms and problems in society by reviewing various aspects of life or a combination (Sinaga, 2020).

Social Sciences learning in schools aims to learn about aspects related to human life and its social environment, both from the environment in which they live and the wider community, and to become good citizens by integrating several Social Science disciplines (Setyowati & Wati, 2018). The aim of Social Sciences for educators is to be able to prepare, develop, and shape the abilities of students who master the knowledge, attitudes, values, and basic skills needed for life in society (Ratri, 2018). In general, Social Science lessons have a very important role in everyday life. This role, such as being able to develop students' personalities, attitudes, mental behavior, ways of thinking, and social skills to become good, sensitive citizens and can overcome social problems in everyday life (Septiyan, 2017).

Based on the results of observations at several elementary schools in Denpasar, it was found that students' democratic, humanist, and pluralist attitudes are still low, this can be seen when students carry out group learning in class. Students tend to only listen to their own opinions so it appears that students lack a democratic and humanistic attitude. Apart from the problems above, there are still many deviant student attitudes, resulting in a lack of sense of belonging and tolerance between school members who have differences, whether cultural differences or religious differences. In reality, many conflicts occur in the school environment due to a lack of tolerance among students, resulting in divisions between students. This proves that some students at the elementary school level do not yet have a humanistic attitude. The emphasis on humanistic attitudes can be conveyed by teachers through classroom learning.

Humanist education is a form of education that must be implemented in an educational institution (Idris, 2014). In terms of education in Indonesia, humanist education theory is considered an approach to solving educational problems in Indonesia (Untari, 2016). Apart from that, the presence of humanist education is a solution to the loss of human values in the educational process (Rahma, 2017). According to Aloni (2013), humanist education has three basic domains of life, namely 1) individuals who harmoniously and authentically realize their potential, 2) citizens who are involved and responsible in democracy, and 3) humans who enrich and perfect themselves through active engagement with the collective achievements of human culture. This domain will form a humanist attitude.

The humanist attitude does not only deal with thinking abilities and skills, but also trains ethics with the result that students and educators, especially in the school and family environment, respect each other, are responsible for all actions, and are actively involved in cultural development. The subject matter presented is not only limited to knowledge-based material but also includes values that must be inherent in students.

The implementation of the Social Science learning process in the classroom should contain and emphasize humanist education which enables sociology to be conveyed well. Sociology is a lesson content that studies individual interactions with other individuals and the application of values in society. In learning carried out by teachers, teachers should relate the material contained therein to events or facts and conflicts that occur in the environment around students so that learning becomes more contextual and meaningful (Afandi, 2011). Social Science learning in elementary school comprises highly complex learning material, so it is necessary to explain the material holistically to be able to deliver the material well.

The previous statement is supported by the results of observations at the elementary school level in the North Denpasar sub-district. There are several problems including: (1) learning in class is merely focused on lecturing methods and memorization alone, (2) material is limited to worksheet books and theme books provided by the school, (3) learning is teacher-centered, (4) lack of teacher creativity in developing learning tools, one of them is teaching materials, (5) lack of teacher creativity in developing teaching materials. The teaching materials used only consist of written presentations of material and students cannot provide direct feedback, (6) the teaching

materials used in elementary schools are yet not able to increase social interaction which is the value of social attitudes. To overcome this problem, the solution that can be offered is the development of teaching materials.

Teaching materials are a potential means of achieving the goals and objectives of learning objectives (Kusomo, 2017). Teaching materials contain an arrangement of learning tools and materials that can create an environment that allows students to learn. Thus, one of the aims of providing teaching materials is to facilitate the student learning process (Atmaji & Maryani, 2018). Teaching materials can also help teachers in carrying out the process of teaching and learning activities in the classroom (Taufiqy, et al, 2016). Therefore, teachers must be able to choose appropriate teaching materials to be applied in the teaching and learning process to make students easier to understand the learning material, as a result, they can achieve the expected learning goals. The development of technology and science enables students to study anywhere easily; the teaching materials that will be developed will be digital in the form of e-modules.

Research on the use of technology in early childhood education by Arnada & Putra (2018) revealed the importance of using technology in schools, either as teaching materials or as information media as a means of introducing technological developments to early childhood. Digital teaching materials can be prepared with writing, images, videos, or comment columns to answer questions that make it more interactive and students will not feel bored during learning process. Apart from that, the digital teaching materials used in social studies lessons will provide opportunities for students to be trained in solving problems around them by reflecting using a sociological perspective.

Sociology is a science that studies social relationships and social facts, namely facts that contain ways of acting, thinking, and feeling outside the individual. These facts have the power to control individuals (Emile Durkheim, 2021). Learning that utilizes technology and is oriented towards sociology is considered suitable for solving plural educational problems with multicultural differences through digital-based teaching materials (e-modules) that will be developed. Thus, during learning activities, an approach is needed that can overcome multicultural problems. The development of teaching materials accompanied by the use of technology is expected to develop humanistic attitudes and multicultural skills in elementary school-age students.

Based on the elaboration above, the focus of this research is the development of sociological-based Social Science teaching materials to improve the humanistic attitudes and multicultural skills of Elementary school students in Denpasar City.

METHOD

The type of research is Research and Development (R&D). Development of sociological-based Social Science teaching materials administered the Borg and Gall development model. The Borg and Gall development model has relatively long stages; it covers 10 implementation steps: (1) research and information collection, (2) planning, (3) preliminary development form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

This method and model were chosen to develop teaching material products in the form of e-modules. The developed product was tested for feasibility using product validity and try-out. This research produced teaching materials in the form of sociological-based e-modules, especially for the Fifth Grade in Social Science subjects to improve humanistic attitudes and multicultural skills of the students. This research implemented non-test methods. The non-test methods implemented were unstructured interviews, observation, and questionnaires. The blueprint of instruments of data collection can be presented as follows:

Table 1. Blueprint of Instruments

Type of Data	Method of Data Collection	Type of Instrument	Data Source
Result of Expert Validation on the Content of Subject Matter	Non-Test	Questionnaire	Expert Judges
Result of Expert Validation on the Content of Learning Design	Non-Test	Questionnaire	Expert Judges
Result of Expert Validation on Learning Media	Non-Test	Questionnaire	Expert Judges
Result of Practitioner's response	Non-Test	Questionnaire	Practitioner
Result of students' response (individual /small group test)	Non-Test	Questionnaire	Students
Result of field testing/ effectiveness test	Non-Test	Questionnaire	Students

RESULTS AND DISCUSSION

RESULT

The implementation of the research certainly was executed through several stages. The first stage is a needs analysis. A needs analysis was carried out as a basis for designing sociological-based Social Science teaching material products for Elementary schools. The needs analysis was administered through literature studies and field/empirical studies. The activities carried out in the literature study are analyzing philosophical and practical studies on sociological-based Social Science teaching material, (b) philosophical theoretical studies on sociological-based Social Science learning in Elementary school, which include: sources, the substance of study material, concepts, norms and values, behavior development and the education system, theoretical and practical studies of the implementation of Social Science learning in Elementary schools, and development of Social Science teaching material in Elementary schools. Field/ empirical studies were carried out to collect data regarding: (a) the study of sociological-based social sciences learning, (b) the theoretical and practical study of the implementation of social sciences learning in elementary schools, and (c) views of teachers, school principals and students regarding Social Science learning in Elementary schools.

The results of literature studies and field studies were accumulated as material for designing an initial product (drafts) of teaching materials in the form of sociological-based Social Science e-modules for Elementary schools. At this stage, the standards are developed covering: content, learning process, and sociological-based Social Science teaching materials for Elementary School. After the initial draft was completed, an expert validity test was implemented to determine the weaknesses and shortcomings of the teaching materials in the form of e-modules being developed. Based on the input provided by judges/experts and practitioners, improvements were made to this e-module.

At this stage of developing teaching materials in the form of e-modules, field testing was carried out at Elementary schools in the North Denpasar sub-district. The field testing was implemented in several stages. The first stage is to provide training to teachers who will carry out the learning process using teaching materials in the form of sociological-based e-modules in the Fifth Grade in Social Science. After the training, the teachers conducted the learning activity using the teaching materials that had been developed. After the learning activity using sociological-based Social Science teaching materials has been completed, teachers and students responded to the teaching materials to revise the e-module being developed.

The main field testing was implemented using a quasi-experimental one-group control design. The activities in this main field testing are as follows: (a) randomizing schools to determine the schools selected as samples, (b) randomizing all classes of Fifth Grade Elementary school students selected as research samples, to determine the control class (eight classes) and experimental class (eight classes), (c) the teacher carries out the learning process using sociological-based social studies-SD teaching materials in the experimental class, and carries out the learning process with a conventional model in the control class, (d) teachers and students in the experimental

class responded to sociological-based Social Science teaching materials for Elementary school, (e) researchers analyzed of humanistic attitudes and multicultural skills, (f) revising perfect sociological-based Social Science teaching materials for Elementary school, and (g) recommend sociological-based Social Science teaching materials for Elementary school to the teachers.

The final product of this research and development is valid, reliable, and relevant sociological-based Social Science teaching materials for Elementary school to be applied in learning Social Science for Elementary school. This research product is expected to be implemented directly by teachers, especially Social Sciences teachers in Bali Province. So, knowledge, values, humanistic attitudes, and multicultural skills can be internalized and practiced by students in everyday life.

DISCUSSION

The advancement of information and communication technology can support learning activities. The use of communication and information technology in the learning process can be implemented anywhere and at any time. Unless this type of learning activity is supported by learning tools for learning from home, it will not be able to be implemented effectively. One of the tools that determines the meaningfulness of students' distance learning is the existence of teaching materials. Facilitating students with appropriate teaching materials that are suitable to the material, needs, and learning styles of students is part of strengthening independent learning. Students can learn based on their learning methods and styles combined with their respective environmental conditions. Not only for students, the development of teaching materials with advances in technology, information, and communication of course also has a positive impact on teachers. Teachers can prepare teaching materials in the form of e-modules to simplify teaching and learning activities.

The function of teaching materials for teachers is for time-saving in the study; the availability of teaching materials students can be assigned to study the topic or material they will study first so that teachers do not need to explain in detail. This teaching material will change the teacher's role from a teacher to a facilitator and can improve the learning process to be more effective and interactive because teachers have a lot of time to guide their students in understanding a learning topic and the methods that are used more innovative and interactive since teachers tend to not giving a lecture.

Based on the learning conditions in Fifth Grade in Elementary schools in the North Denpasar District; learning is less meaningful and ignores differences in individual students' learning conditions. Based on the results of observations at several Elementary schools in Denpasar, the students' democratic, humanist, and pluralist attitudes were still low. It can be seen clearly when students carried out group learning in class. With these problems, innovation is needed to develop sociological-based teaching materials. Sociological-based is expected that students' social attitudes can be further improved. A humanistic attitude must also be developed by considering that students live in a social environment that requires interaction with the wider community.

In this research, testing involved 30 practitioners who were teachers who taught Fifth Grade in Elementary schools. Based on the results of the average calculation of all practitioners and adjusted to the PAIT category. It can be concluded that the product being developed is in the "very practical" category. Thus, this teaching material product in the form of a sociological-based e-module can be used to assist learning activities in the classroom.

Effectiveness testing was carried out on Fifth-grade Elementary school students in the North Denpasar District. Effectiveness testing is carried out by implementing development products in the form of sociological-based Social Science e-modules, especially in Social Science into the learning process. The results of descriptive analysis of product development effectiveness testing data on the variables of students' humanistic attitudes and multicultural skills are presented in the histogram below.

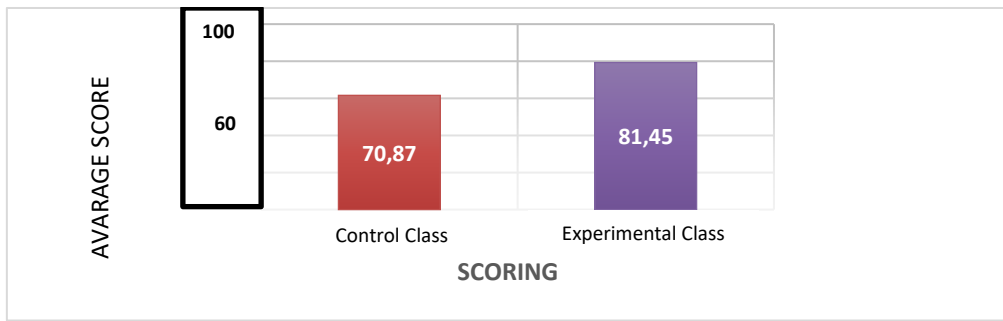


Figure 1. Diagram of comparison of the average scores of the control class and experimental class on the humanistic attitude instrument

Based on the histogram above, it can be concluded that the humanistic attitude in the experimental group has an average of 81.45, which is in the very high category. In the control group, the humanistic attitude has an average of 70.87, which is in the high category.

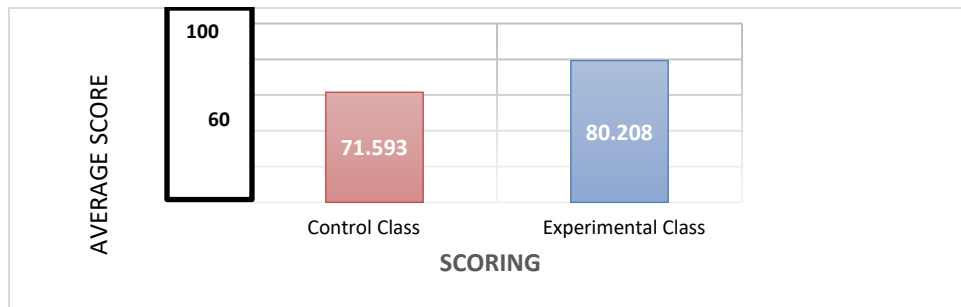


Figure 2. Diagram of comparison of the average scores of the control class and experimental class on the multicultural skills instrument

Based on this histogram, it can be concluded that multicultural skills in the experimental group have an average of 80.208, which is in the very high category. In the control group, self-efficacy has an average of 71.593, which is in the high category.

Before implementing the effectiveness test, prerequisite analysis tests were carried out consisting of data distribution normality tests, variance homogeneity tests, and hypothesis tests. After the three tests were carried out, the results obtained that the results of the treatment were significant using the Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root procedures. The significant value was 0.000, where $0.000 < 0.05$ according to the criteria H_0 (rejected) and H_1 (accepted). Furthermore, an effect size of 0.998 was obtained, so the independent variable of teaching materials in the form of sociological-based e-modules showed an influence on the dependent variable (humanistic attitudes and multicultural skills).

The quality of learning will be run effectively when students can focus and be enthusiastic about it. Before implementing a learning activity to develop knowledge and skills, it is strongly important to concerned about the characteristics of each student in the class. If students have good characteristics when learning, it will certainly enable students to focus and be serious in learning. It is a great challenge for Elementary school students to focus on learning, so the teacher's ability is necessary in selecting and applying appropriate teaching materials for students.

Learning activities will be more effective if they are integrated with sociological concepts. Sociology is a science that aims at social relationships and social facts studies; the facts cover the ways of acting, thinking, and feeling outside the individual. Learning which integrates technology and sociological science orientation is considered the most appropriate to deal with plural educational problems with multicultural differences through digital-based teaching materials (e-modules) that have been developed. During learning activities, an approach to overcome multicultural problems is needed. The development of teaching materials that integrate technology is expected to be able to develop humanistic attitudes and multicultural skills in Elementary school-age students.

The first research was conducted by Hutama (2016) entitled “Development of Social Sciences Teaching Materials Based on Using Cultural Values for Elementary School Students”. The results of the research show that the level of effectiveness of teaching materials was measured from student learning activities with a percentage score of 91.56% (very active) and student learning outcomes with a percentage score of 80.49% (complete). The level of applicability of teaching material products was measured by teacher response questionnaires which got a percentage score of 93.18% (very good) for the student learning module and 89.29% (very good) for the teacher learning module, while the student response questionnaire with a percentage score of 76.80 % (fairly good). Therefore, the teaching materials are feasible to be used.

The second research was conducted by Octiara, et al (2017) entitled “Development of Social Studies Teaching Materials to Improve Social Skills in Class VII SMP”. The results of his research show that the average observation of students' social skills in the experimental class which implemented the development of social studies teaching materials was higher than in the control class which implemented conventional methods. The calculated t-coefficient value was 6.820 and the t-table was 2.045. It can be interpreted that learning that implemented the development of social studies teaching materials was effective in improving students' social skills. Thus, it can be concluded that using sociological-based teaching materials can improve learning activities, especially humanistic attitudes and multicultural skills.

CONCLUSION

It can be concluded that sociological-based teaching materials have excellent qualifications. The result of the data analysis shows that the average validity score for sociological-based teaching materials which considered as “excellent”. The results of testing instruments for humanistic attitudes and multicultural skills using teaching materials in the form of sociological-based e-modules show the effect of improving the humanistic attitudes and multicultural skills of Fifth Grade students in Social Science subjects. It indicates and proves that the development of sociological-based teaching materials is feasible to be used in learning.

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